

## Canned Interventions

# READING

## Keywords Strategy

Increasing student ability to distinguish between important and minor details in reading comprehension.

## CANDIDATES

- Students who lack focus regarding fiction or nonfiction reading comprehension passages.

## MATERIALS

- Progress monitoring graph
- Post it Notes
- Expository passages (textbook or other)
- Pencils / Markers

## PROCEDURE

### Tri-weekly Support

1. Record each student's present success in comprehending (6 scores)
2. Discuss the benefit of using key words to remember lots of facts.  
Teach students to locate important facts or ideas in a passage and write them on a post it note
3. Have students write a summary or draw a picture using the important facts they wrote on their post it notes.
4. Using a "think aloud" approach, explain the summary or picture and show how it relates to the original passage. This will show students how they can more easily recall facts using this approach.
5. Record 6 more comprehension scores for the student (20% improvement = success).

## REFERENCES

Burns, M. K., Dean, V. J., & Foley, S. (2004). Preteaching unknown key words with incremental rehearsal to improve reading fluency and comprehension with children identified as reading disabled. *Journal of school psychology, 42*(4), 303-314.

## SAMPLE STRATEGY LESSON

- INTRODUCTION: Discuss the reasons that people take notes.
- I DO IT: INTRODUCE STRATEGY:
  - Tell students to read a paragraph at a time
  - Think about the important facts, ideas, and details in a paragraph
  - Take notes a paragraph at a time on post-it notes
  - Keep notes short (paragraphs or complete facts)
- WE DO IT TOGETHER:
  - Read the next paragraph aloud
  - Ask for volunteers to state important facts and display post its on board
- WE DO IT
  - Read next paragraph aloud
  - Each person highlights, circles, or underlines the important facts
  - Talk to your neighbor about the facts that you felt were important
  - Review facts as a class
- YOU DO IT
  - Read last paragraph independently
  - Each person highlights, circles, or underlines the important facts
  - Review important facts as a class
- CONCLUSION
  - Have students state the important facts of note taking